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ABSTRACT

This document reports the activities of a leadership workshop attended by 43 persons representing library and media personnel at all educational levels for the states of Washington, Oregon, Alaska, Idaho, and Montana. The purpose of the workshop was to identify individual leadership styles, identify and practice group process skills, review and practice effective communication skills, identify and seek solutions to organizational challenges in state professional organizations, and to apply workshop learnings to practical settings. A three-day schedule for the workshop is presented and the games and activities conducted are explained. Planning tips for conducting a successful workshop are included. (RAO)

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LEADERSHIP AT LEAVENWORTH

AECT REGION IX LEADERSHIP WORKSHOP

CAMP FIELD - LEAVENWORTH, WASHINGTON

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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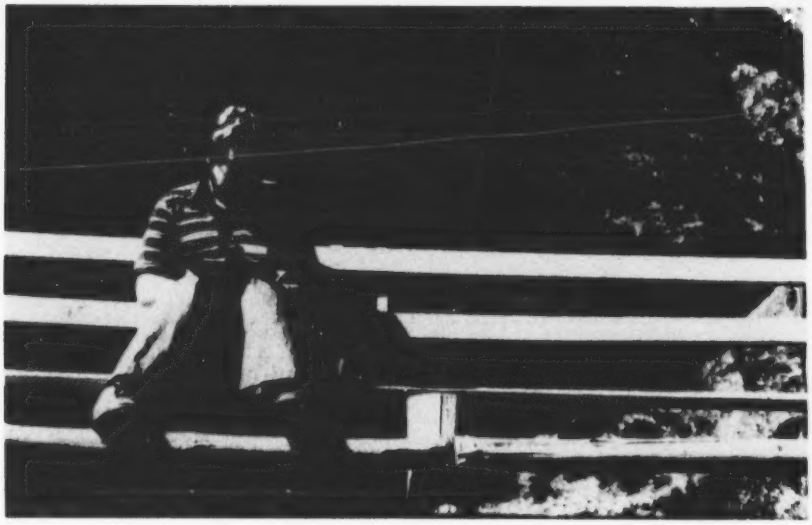
JULY 12, 13, 14, 1978

Written and Edited by Frank Furlong, Mary Kerns, and Maggie Rogers



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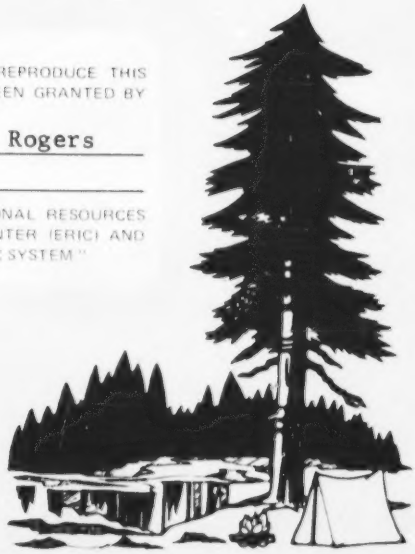


Coordinators: Joan Newman, Dick Sacksteder, Vern Hess
Maggie Rogers, and Chuck McCullough

Consultant: Sue Buel, McMinnville, Oregon

1 P00 1330

WE CALL IT LEADERSHIP TRAINING, BUT ITS REALLY

LEADERSHIP SHARING

So, you've been elected? And you aren't feeling ready to deal with the responsibilities? Region 9, Association for Educational Communications and Technology knows about that. From the vibrations of that collective feeling several years ago began an annual gathering of "next years' leaders" to share worries, ideas, problem solving techniques and simply to get together to know each other better.

How does it work?

Teamwork is the key. Educational Media leaders from Washington, Oregon, Alaska, Idaho and Montana are the team; our Region 9 Coordinator, Chuck McCullough, has been the catalyst these past several years. Guest speakers or leadership training specialists focus activities on what it takes to put together successful organizations, teams or committees. Usually about three days in length, the session includes opportunities for each person to lead, to follow, to organize surprises, to create fun, to try out new roles, or to verbalize discoveries about what's gone on.

Is it worth it? Three days is quite a chunk of time....

Evidence indicates its worth it. No one has gone away mad or empty-headed. Every person has contributed something. Activities have been praised: ("something I can use when I get back home") ("Practical; not something way out in the troposphere of high level theory....") Evaluations reflect the value of individually exploring and discussing problems with others in roles similar.

How do folks get there? Is it a "closed shop?"

Folks in major leadership roles in their respective state organizations are automatically eligible. Within each state, presidents of the organizations representing library, media, audiovisual and communications seek out and invite those who will be heading major committees, directing conferences, or providing that special spark that makes organizations lively. Usually there are a limited number of beds - around fifty. Divide that by the probable representation from five states, and you have some idea of attendance possible. The major problem - time away from working days - affects all; getting there seems to be a matter of sorting priorities with those who sign for release time (bosses, wives, etc.)

What about the next session? Where will it be?

Oregon Educational Media Association wins the toss for organizing it for 1979. The location hasn't yet been set, but an ideal site is secluded from those telephoning back-home types, is equipped with casual, inexpensive living, and sleeping quarters and offers nourishing food.

Other than that, all that's needed is the main room in which all can gather and the other areas to which smaller groups can go off to sort, plan, or play. This year, volleyball and hikes into the hills alternated with pressure-filled simulations and introspective discussions. From such alternatives, how can anyone help but learn?

What does it take? More than one.....

In the words of one of the five coordinators for this year's session:

> "I agree it was a most successful session for all the participants -- and I'd attribute it not only to the concern and calibre of the group attending, but to the special expertise our training specialist, Sue Buel, has for processing the results of each activity. Thank you so much for arranging to have her come, and for all that preliminary work you did to zero in on the needs of the participants.
>
> "For myself, I enjoyed those days more than I can say -- the place, the low key significance of the workshop, the complete lack of pressure and the visiting. I'm glad you thought of me in connection with the creature comforts, because that is the thing I feel I am worst at -- I usually arrive with the game plan in mind and a thousand phrases in my head, and no coffee!! Since you took care of the game plan, no doubt that is why I felt so relaxed!!!!! We must do this again!"

Maggie Rogers

THE EVENTS THE EVENTS

WEDNESDAY, July 12

8:30 am Introduction, overall directions
Expectations, announcements

9:00 am Workshop objectives, procedures, activities

Ice breaker activity:
a) Treasure hunt game
b) Friendly helper/Tough battler/Cool calculator

9:40 am Consensus exercise
Work groups of 8-10 people
Exercise focus on issues of:
Interdependence of people in organization
Decision making
Acceptance/tolerance of others' ideas

11:30 am Leadership styles
Theory input
Discussion
Question/answer

12:00 noon LUNCH

1:00 pm Group process skills
Real Estate Game
(New) work groups of 8-10 people
Focus on:
Group roles
Task/process skills
Interdependence
Use of group resources

4:00 pm Break and run

THURSDAY, July 13

8:30 am Big Brother session (Maggie, Joan, selected facilitators)
Subgroups of 8-10 people with mix of the states and of roles in the organizations.
Experienced facilitator with each group; newsprint, pens, tape.

I. Brainstorm: what are the major challenges and barriers facing the organization(s) in the year ahead? (i.e. Oregon revitalization; Washington fledgling)

II. Clarify, add to, elaborate on the listed items

Set in priority order

III. Identify possible, workable ways to meet challenges, overcome barriers.

IV. Move into large group, small groups share results

Small groups share not just verbal report, but in some dramatic, artistic, musical or other mediated means. Create!

12:00 noon LUNCH

1:00 Experience session

Star Power exercise. (Maggie, other facilitators on group changings)
Focus:

Inner -- outer groups
Communication among/between groups
Use and abuse of leadership power, authority
New members in established groups

Work with total group, using 5 minute rounds of trading to create 3 groups (circles, squares, triangles) based upon "wealth"

FRIDAY, July 14

8:30 am Dilemmas of leadership

Activity trap

Dealing with conflict

The "invisible organization"

Who am I leading?
Who's helping me?

11:15 am "So what" session

Summarizing

Evaluating what's happened

Planning to apply "back home"

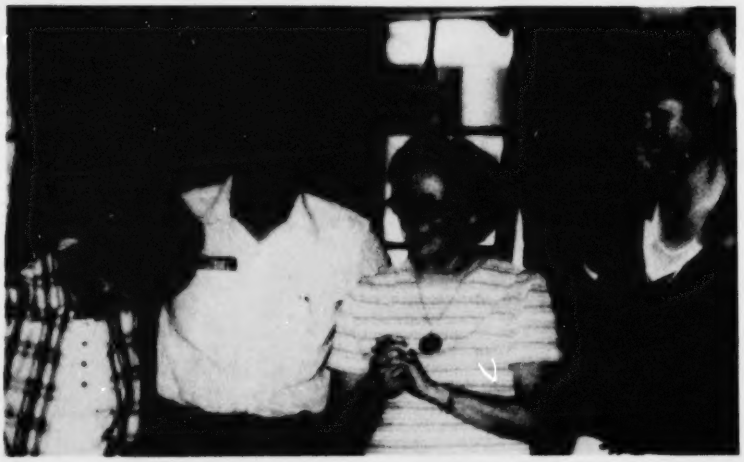
WORKSHOP NOTES

The Annual Region IX Leadershop Workshop of the Association of Educational Communications and Technology was held in Leavenworth, WA, July 12-14, 1978. Attending were 43 persons representing library and media personnel at all educational levels from Washington, Oregon, Alaska, Idaho and Montana. Susan Buel, organizational development consultant, with the Northwest Regional Educational Laboratory served as facilitator.

The purpose of the workshop was to:

1. identify individual leadershop styles
2. identify and practice group process skills
3. review and practice effective communication skills
4. identify and seek solutions to organizational challenges in state professional organizations
5. apply workshop learnings to "real work" settings

The first of many sessions was divided into three parts: an icebreaker activity, (Appendix A-1) a consensus decision-making exercise, and discussion about leadership styles. The icebreaker activity consisted of a fifteen-minute "treasure hunt" to allow the participants to get to know one another. Next we divided ourselves into three groups depending upon how we perceived our own image in the organization in which we work. (Appendix A-2) The three groups were: friendly helpers, tough battlers, cool calculators. Most people identified themselves as "friendly helpers" whose style it is to emphasize the development of trusting relationships with staff. This was not a surprise in as much as many library, media, instructional development people are in service roles. I found myself in the "cool calculator " group. Cool calculators are typically analytical and logical in their organizational work - "the closet intellectual." Positive aspects of this style are: stabilizing influence on organization, homework is done in preparation for decisions. Negative aspects of the style is other's perceptions of cool calculators as: manipulators, somewhat paranoid, not being a team worker because always pointing out bad news, not acting - "analysis paralysis." Recommendations for cool calculators are: don't distract people with facts while emotions are running high, time input resorting from analysis when the group is ready to accept it, add interpersonal elements into calculations. The three classifications were developed by Richard Waller of the National Training Laboratory who asserts that the best leadership style is an amalgamation of the three.



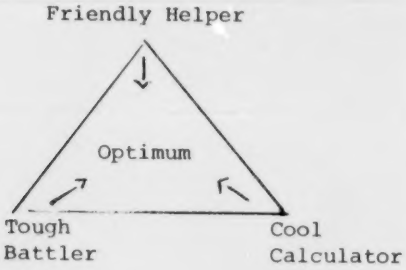
Imagine a roomful of people circulating, climbing over chairs to get to one another, eyes dancing, pens scratching. The tasks: to answer a sheet full of curious questions headed:

"You have 15 minutes to get as many signatures as possible. The person who gets the most signatures wins a prize!" Get the signature of someone who:

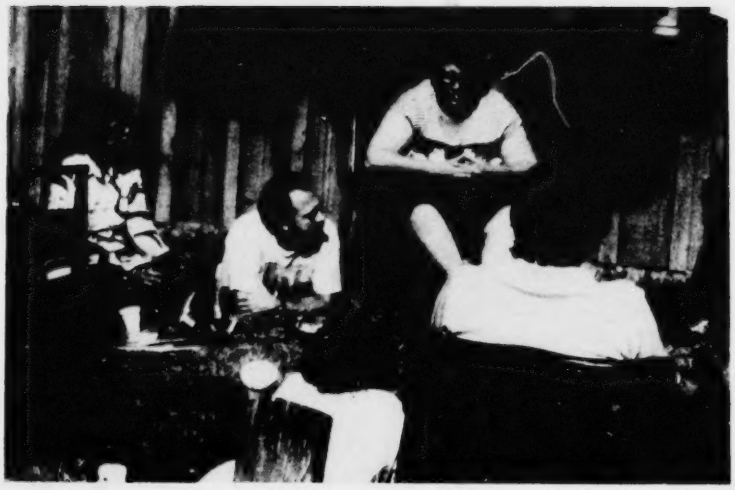
1. *had the same birthday as you* _____
2. *has been married 15 years or more* _____
3. *reads 10 books each summer* _____
4. *voted for Nixon (at any time)* _____

....and 16 more guaranteed to stimulate conversation...

"Now gather into groups as you see your own style, and talk about the consequences of such a life style: disadvanges and advantages!" From all 3 of the groups came the realization that no organization can exist long without all three types - no matter how strong or irritating the behaviors of those other two might be in times of stress!



The second part of the first morning's activities was a consensus decision-making exercise which focused on the acceptance/tolerance of other people's ideas, and the interdependence of people in organizations. These issues were clarified and demonstrated by breaking down into small work groups to reach consensus on the five most important characteristics of a leader. In debriefing the exercise the consensus decision-making process was emphasized more than the decision product of the group. Nine decision making procedures were identified throughout all groups: (Appendix A-3,4,5)



1. Plop: Suggestions not picked up by group; lays there, quivers, and dies.
2. Self-Authorized Decision
3. Topic Jump
4. Handclasp: support of one or two members leads to action
5. Minority Support
6. Majority Support
7. Problem Census
8. Near Consensus
9. Thought and Feeling Consensus

"A new look at consensus -- When is consensus appropriate? Is consensus "unanimity"? Long-range problems? Will it slow down the action? Is it the same as parliamentary procedure?"

Consensus was defined as unanimity of thought and feeling. While my group did not reach consensus, four behaviors were observed in my group; near consensus, majority support, topic jump, self-authorized decision, plop. There was a wide variety in the rankings of important leader characteristics in all groups. The group in which I participated picked four unranked characteristics at a consensus level:

"Thought provoking --- If what is needed is commitment to support (a decision, a goal, a new direction), then consensus from all - rather than agreement of the majority - is needed for the long run. Parliamentary procedure isn't always the best mode. Wow. An insight."

1. Ability to define a problem and have members make the decision. 2. Respect of community.
3. Emotional stability. 4. Ability to make a delegated decision and follow through to completion.

The group concluded that the difficulty and time consuming nature of consensus decision-making was justified when a high quality decision was needed and the issue at hand was extremely important to the organization.

The afternoon session was devoted to the playing of the Real Estate game, a competition between groups to buy property for wine growing at the most profit. The game enabled us to focus on group roles, task and process skills of leaders, interdependence of team members and effective use of group resources. In the Real Estate Game, each group makes decisions to investigate and buy land. It costs $1,000 to make an investigation. If the land turns out good, the group makes a $2,000 profit; if not, it loses the $1,000 investigation (survey costs). Each group member has been given partial information relating to land conditions on some of the real estate in question. Without having written it down and from memory, the group is to share the disparate information of each member to make good survey and buying decisions. In the process of the game, one

leader of each group was changed twice somewhat unexpectedly, without consent of the group, the new leader coming from outside the group. In my group, the first leader experienced much interference from other group members in communicating the information she had on the game rules and in setting up a process to determine how the group would make buying decisions. At this stage we were not making good use of group resources and there was conflict over who was to lead the group in moving toward the task and maintaining group process. At this point, the leader of our group was changed. At first glance, we thought the new person who came to our group as a spy for the other teams and ignored her. However, she was extremely task-oriented. This was something we needed because at this stage we had not agreed upon a process to make buying decisions and had not made any surveys of property. However, our first reaction to her (in our confusion and conflict) was to be hostile, ignore and reject her. Her reaction was to say "the hell with it" because she felt herself a member of her former group and that group was going to win. Some of us persuaded her to stay though, because she had a solution (if arbitrary) to our problem. Soon afterwards we started making good buying decisions.

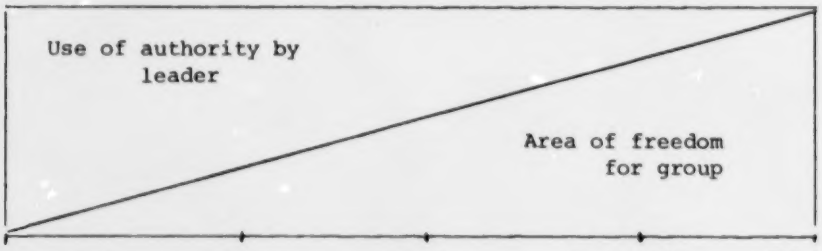
The effects of the leadership change were observed in other groups. However, our first leader managed her second group very well. She observed a group that was working very well for awhile before she offered suggestions.

Probably the best thing illustrated in the last part of the game when the systems set up in individual groups were at their most effective, at this point the "sure" profit-making decisions were made, buc there was more good land to be discovered, at this point the decision-making process had to be changed and a new element of greater risk entered the game. There was some repeat of the conflict and confusion experienced in the first round, but new leaders emerged who were more able to personally motivate the group to make decisions in a riskier situation.

Summing up the first day's activities, several decision modes of decision-making were identified from (a) decision in the hands of one person (less time-consuming made where the knowledge is) to (b) majority vote (where sometimes half of the membership is ready to sabotage the outcome) to (c) consensus (a painful process used for major decisions). The facilitator emphasized that there are factors which should enter into the choice of a leadership style in the decision-making mode. There are six:

1. Personal comfort with style
2. Amount of interest within group to participate in decision-making
3. Importance of the issue or decision
4. Time line available
5. Size of the group
6. Consequences of the style of leadership

She organized the use of authority and freedom by the leader and group along a continuum which identified different leadership styles.



Style = Autocratic Selling Testing Consulting "Abdicratic"

Early the second day, an exercise focusing on the sharing of roles and experiences across state lines and job descriptions; brainstorming was the process used.

The process of brainstorming is often misinterpreted - and misused. Four groups practiced it - using the original rules developed for brainstorming:

- Be ready with transcribers: Two, if necessary, to catch everything
- List all ideas as they are stated by contributors
- Don't discuss, elaborate or explain during this listing
- Do not judge the ideas; all are seen as "OK"
- Repetitions are also "OK"
- If a plateau happens, enjoy the silence....then proceed
- Work out a way to clarify and report the ideas generated in the brainstorming
- then REPORT

From this experience grew the concerns, the tasks necessary to be done; the opportunities for growth and development of each of the organizations. They were colored by many points of view and worded in varied phrases. Colored pens and newsprint sheets caught the ideas.

The total collections were examined to find the key themes. Each idea was assigned to a theme or collapsed within another more appropriate idea, or re-examined for inclusion.

Goal statements in complete sentences were derived from the theme lists; these could be transformed into action for teams or committees during the next year.

And then came the "mediated report scenarios!" Marching teams....Greek choruses....huge board games..group imagination!

Imagine the involvement:

brainstorming until we got several ideas for illustrating our bits of wisdom;

coming to agreement on the style of delivery;

planning for audio, visual and action;

organizing to get the roles straight; then

cooperating to perform!

What fun....and such good experience for those who'd too long been too used to directive leadership roles.

The most unforgettable and outstanding portion of the second day's work was the Star Power exercise in the afternoon. (Appendix A-6) This game focused on issues of inner-outer groups, communication among/between groups, use and abuse of leadership power/authority, and the impact of new members in established groups. Star Power (see instructions sheet attached) is basically a trading game where players trade different color chips of unequal value in five minute trading sessions. After each trading session, point totals are added to decide which people belong to the rich or high influence group, middle or average influence group, or poor or low influence group. To trade a person must be in hand contact with his/her trading partner. You cannot talk to another person without being in hand contact with them. However, one can refuse to enter into a trade by crossing one's arms in front of oneself. Once a trade is commenced, a trade of chips of unequal value or unequal color must be made.

After the first trading session, the groups (rich, middle and poor) were formed. Each group was given three chips of average value to decide unanimously how to divide them among themselves. Our group decided to draw straws to divide them up. However, in this session the rich group in which I was in tried to develop some consciousness of the exclusivity of the group.

In the second trading session, many of the rich group refused to enter into trades with members of lower groups, and largely traded among themselves. After the trading session, new point totals indicated that some members had fallen from the rich groups and others had accumulated enough points to become new members of this group. When we got to dividing the three extra chips among ourselves, the "old" members of the group wanted to proceed in the same way, "draw straws." However, the new member who had the most points asked for all the chips for himself. The group refused that solution and he refused to draw straws. Since the group failed to reach a unanimous decision on the extra chips, the chips were taken away from us. At this the group was outraged and attempted to "blackball" the member who refused to go along with the decision.

During the third trading session, I "fell" from the rich group to the middle group. More new people were getting into the rich group with large point totals because some people were getting frustrated at their inability to increase their status in the game. When this happened they gave their chips to other low influence people in the hope they would be more conducive to trade later and to spread their wealth around. This premise was later not followed up on once they got into the rich group.

After the third and fourth trading sessions the rich group was allowed to formulate new rules for the game around themselves. One rule made the rest of the group particularly angry. People had gradually tried to refuse trades with rich group members in trading sessions in order to isolate them and cut them "out of the action." To retaliate, the rich group made a

"Terms and processes that keep resurfacing in my daily life that were stressed at our conference are ones like: a. personal and personnel conflict b. the right to be wrong c. the art of being a gracious winner d. being a manageable manager and e. delegation is not surrender.

I also feel strongly about extending the workshop one more full day."

"Communication exercises and informal sharing with enthusiastic, hardworking media role-models were most invigorating. Prioritizing organization needs was a lasting, motivating exercise: selling my point of view concerning up-to-date directories has kept me involved in multi-library projects, such as the Interstate Library Planning Council Directory."

new rule that said all persons must enter into a trade with a rich person if the rich person asked. The lower group member had to provide the chip the rich group member asked for, if he/she did not have it, the rich person could take whatever chip he wanted and give as little as possible in return.

At this point in the game, everyone completely refused to trade with members of the group, some dropped out of the game in disgust because they saw no possibility of advancing and gave all their chips to other members in hope of displacing the rich group. The game ended on this note, somewhat bitterly, with rich group members complaining about the retaliatory moves against them. After all, they claimed, they won by the rules. Others had the same opportunity as them.

In the debriefing several conclusions were drawn:

1. If you don't have any influence, responsibility, or resources in an organization you "drop out."
2. Where the power resides in a group, they have a tendency not to let anyone else in.
3. When power is abused, it gets reduced.
4. People in power tend to feel just as much a victim in an organization as those without power.

After all this, the "dilemmas of leadership" seemed much less traps or pit falls - much more challenges we could anticipate and plan for. (Appendix A - 7,8) Task and maintenance roles were discussed as though we'd played a tough, tiring, exciting, long game. We knew who'd contributed. We listened to those who'd learned. We thought deep thoughts. We projected into the next weeks and months, and as groups left for home, talking still went on.

How much more vividly we learn from involvement in "educational games" or "instructional simulations" where risk, emotions, unstated rules and conflict can be experiences followed up by "debriefings," which defuse the emotions and explain the actions. People learn from interactions such as these. But have we the courage to learn to use such success-laden instructional methods? (Or do we still retreat to safe 16-millimeter and favorite slide lectures?)

THE TREASURE HUNT GAME

Name of the Hunter _____

You have 15 minutes to get as many signatures as possible. The person who gets the most signatures wins a prize! No fair shouting a question to the group: you have to ask individual people to see who fits the criteria.

Happy hunting!

GET THE SIGNATURE OF SOMEONE WHO:

1. has the same birthday as you _____
2. is new to the library media profession _____
3. has been an officer in their professional organization (national, state, local) _____
4. has been married 15 years or more _____
5. speaks a language other than English _____
6. loves artichokes _____
7. went abroad last summer _____
8. is over six feet tall _____
9. is a frustrated artist at heart _____
10. paddles a canoe in the summer _____
11. has freckles _____
12. is a Capricorn _____
13. makes tremendous enchiladas _____
14. reads 10 books each summer _____
15. is from Texas _____
16. is from east of the Mississippi _____
17. has the longest hair _____
18. can tell you yesterday's temperature in Centigrade _____
19. is a Jerry Jeff Walker or Linda Ronstadt fan _____
20. voted for Nixon (at any time) _____

Appendix A - 1

"First an observation on the group and the process used. Those in attendance no doubt had been through the game playing and small group discussion format many times before. The thing that made this format a success for me and I am sure for many others was n t the small group discussion and game playing as much as the lengthy large group discussion that followed. This technique allowed more total exposure of individuals and I think was very beneficial."

CHARACTERISTICS OF AN ASSOCIATION LEADER

Alone read and consider the 16 characteristics listed below, select the five you think most important and rank them in order of importance (1 being the most important; 5 the least important of the top five).

As a group you are to reach a group decision by consensus on which five are the most important ranked in order of their importance.

You have one hour to accomplish this task.

Which five of the following characteristics or abilities are most important for an association leader:

1. Ability to make a decision and push it on to completion.
2. Ability to "sell" a decision.
3. Ability to present ideas and invite questions.
4. Ability to make a tentative decision and later change when conditions warrant.
5. Ability to state a problem and seek suggestions before making a decision.
6. Ability to define a problem and have members make decisions.
7. Ability to get members to define a problem and adopt solutions.
8. Awareness of "in-association" politics.
9. Loyalty to the organization.
10. Physical health and vigor.
11. Diplomacy - ability to keep association "out of conflict".
12. Emotional stability.
13. Respect of community.
14. Sense of humor.
15. Good socializer.
16. Charismatic personality.

My personal view of the five most important in order of importance are:

1. _____
2. _____
3. _____
4. _____
5. _____

My group by consensus selected the following five listed in order of importance:

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix A - 2

"He who adds not to his learning diminishes it -----Talmud"
"One could not help but add to their learning at this Leadership Workshop. A Susan Buel choreographed workshop is a fascinating work of art to participate in or observe. A learning experience that all OEMA members should have an opportunity to share."

DECISION MAKING PROCEDURES CHECK LIST*

Circle the numbers preceding the procedures actually used for making decisions during this session. Decisions may refer to topic selections, procedures for discussion, whether to give feedback, introduction, etc.

GROUP COMPOSITE

_____ 9. Though and Feeling Consensus: Unanimity

_____ 8. Near Consensus: Either with reservation, "I'll go along," or dissent of one or two members

_____ 7. Problem Census: Brainstorming followed by selection from alternatives

_____ 6. Majority Support: One or two more than half the members give support

_____ 5. Minority Support: Tacit agreement or lack of disagreement by the majority

_____ 4. Handclasp: Support of one or two members lead to action

_____ 3. Topic Jump: Drifting or shifting of topic without explicit deliberation and decision.

_____ 2. Self-Authorized Decision: One person initiates; action follows by implicit consent or no overt disagreement

_____ 1. Plop: Suggestion not picked up by group; results in decision by default not to consider proposal

*Adapted from Weschler, I.R. and E. H. Schein, Issues in Human Relations Training. Washington D.C.: National Training Laboratories, National Education Association, 1962, page 67.

"I have become much more aware of my changing management style to fit the situation. Because I am aware of my own change I can more easily see when other managers do the same. I think this helps communication between managers."

"People do not have to be verbal to participate in decision making processes. Sometimes the silent, non-involved ones can sway an entire group."

"I have also become much more aware of group dynamics (large and small) and those who control the same. Sometimes it is almost scary to see people manipulated in those situations."

SUMMARY OF BASIC COMMUNICATION SKILLS
FOR IMPROVING INTERPERSONAL RELATIONSHIPS

Objectives: You bridge the interpersonal gap as you increase the understanding you and another share. A shared understanding means that each of you has accurate information about the other's (a) ideas and suggestions, and (b) feelings -- his intentions, emotional responses, assumptions.

The four communication skills summarized here can be helpful. . .

... if you want to encourage a spirit of joint inquiry ("Let us try to understand how each of us views this") rather than competing, blaming and fault-finding ("You're wrong: I'm right".)
... if you want to increase the amount of information held in common.
... if you want to reduce the depreciation and hostility transmitted.
... if you want to lessen the likelihood of injury and hurt feelings.

1. Reception Skills: (acknowledging by checking) These responses (a) let the speaker know you have heard him (acknowledging) and (b) that you wish to compare your understanding against his for accuracy (checking).

   A. Paraphrase: (Concern with ideas and suggestions) Letting the other know what meaning his statements evoke in you.

      "Do you mean ... (statement)...?
      "Is this ... (statement) ... an accurate understanding of your idea?"
      "Would this be an example of what you mean?" (Giving a specific example).

   B. Perception Check: (Concern with the person, his feelings) Describing what you perceive the other feels -- tentatively and without evaluating him.

      "I get the impression you'd rather not talk about this. Is that so?"
      "You were disappointed that they did not ask you?"
      "You look like you felt hurt by my comment. Did you?"

2. Transmission Skills: These responses aim at transmitting information free of attack, accusation, depreciation and other relation-straining attributes.

   A. Behavio. Description: Describing specific, observable actions of others rather than stating inferences, accusations or generalizations about their motives, attitudes or personality traits.

      "You bumped my cup," rather than "You never watch where you're going."
      "Jim and Bill have done most of the talking and the rest of us have said very little," rather than "Jim and Bill just have to hop the spotlight."

   B. Description of Feelings: Identifying your feelings by (1) name, (2) simile, (3) action urge and conveying it as information about your inner state and not as an accusation or coercive demand against the other.

      "I felt hurt when you ignored my comment," rather than "You're rude!"
      "I felt hurt and embarrassed," rather than "You just put me down!"
      "I'm disappointed that you forgot," rather than "You don't care about me!"
      "I'm too angry to listen to any more now," rather than "Get the Hell out!"

John L. Wallen
1968 r 1971

AGREE-DISAGREE STATEMENTS ON GROUPS

The task is to agree or disagree with each statement as a group. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote agreement. You will have 30 minutes to complete the task.

KEY: "A" If You Agree, "B" If You Disagree

( ) 1. A primary concern of all group members should be to establish an atmosphere where all feel free to express their opinions.

( ) 2. In a group with a strong leader, an individual is able to achieve greater personal security than in a leader-less group.

( ) 3. There are occasions when an individual who is a part of a working group should do what he thinks is right regardless of what the group has decided to do.

( ) 4. Members should attend meetings for setting group goals and discussing group problems.

( ) 5. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.

( ) 6. In the long run, it is more important to use democratic methods than to achieve specific results by other means.

( ) 7. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.

( ) 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.

( ) 9. When the leader is doing his best, one should not openly criticize or find fault with his conduct.

( ) 10. There would be more attentiveness in meetings if the leader would get quickly to the point and say what he wants the group to do.

( ) 11. Democracy has no place in a military organization, an air task force, or an infantry squad when actually in battle.

( ) 12. By the time the average person has reached maturity, it is almost impossible for him to increase his skill in group participation.

( ) 13. Attendance falls off when everybody in the group has to be considered before making decisions.

( ) 14. Committee membership doesn't dwindle when the chairman is careful to choose friends for committee members.

Appendix A - 5

"You might appreciate my comparison of the AECT/University of Iowa Lake Okoboji Educational Media Leadership Conference and the Leavenworth experience. When I attended the Okoboji Conference this summer, it was a conference of leaders about a topic in the field-"Mass Media-Impact on Learning". Leavenworth was a conference of leaders about leadership. There was a real difference in what was learned in terms of both process and content. I learned much at Leavenworth about decision-making, and the process through which we learned was very co-operative and beneficial. Okoboji was unhealthy and competitive."

RULES FOR STAR POWER

1. You have five minutes to improve your score.

2. You may improve your score by trading advantageously with other participants.

3. Persons must be shaking hands and continue in hand contact to trade.

4. Only one for one trades are legal. Two chips for one and any other combinations are illegal.

5. Once you touch the hands of a participant a chip of unequal value or color must be traded. If a person cannot conclude a trade they have to remain in hand contact for the entire five minute trading session.

6. There is NO TALKING unless hands are touching. This must be strictly enforced.

7. Persons with folded arms do not have to trade with other persons.

8. All chips should be hidden.

9.

GOLD CHIP	50 points
GREEN CHIP	25 points
DOUBLE WHITE	20 points
RED CHIP	15 points
WHITE CHIP	10 points
BLUE CHIP	5 points

10. Additional points are given if a person is able to get several chips of the same color:

9 chips of the same color	120 points
8 chips of the same color	90 points
7 chips of the same color	70 points
6 chips of the same color	50 points
5 chips of the same color	30 points
4 chips of the same color	20 points
3 chips of the same color	10 points

11. No extra points are given for two chips of the same color.

NOTE: Several unwritten rules are given as the game progresses.

Appendix A - 6

"Participants in the Leavenworth Conference are to be congratulated for their openness and the integrity of their reactions. Sue Buel is equally to be congratulated for the excellent and thorough processing of each activity so that we all know what interactions had taken place and their relevance to our own activity. Not only was the conference fun, but many of the types of interactions have recurred in other settings where I have been since, bringing the experience and its lessons back to mind."

EXPLANATION SHEET OF TASK AND MAINTENANCE ROLES

TASK ROLES

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

2. Information or opinion seeking: Requesting facts; seeking relevant information about a group concern, asking for suggestions and ideas.

3. Information or opinion giving: Offering facts; providing relevant information about group concern stating a belief, giving suggestions or ideas.

4. Clarifying or elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicacing alternatives and issues before the group; giving examples.

5. Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering a decision or conclusion for the group to accept or reject.

6. Consensus testing: Sending up "trial balloons" to see if group is nearing a conclusion; checking with group to see how much agreement has been reached.

MAINTENANCE ROLES

1. Encouraging: being friendly, warm and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity or recognition.

2. Expressing group feelings: Sensing feeling, mood, relationships within the group; sharing his own feelings or affect with other members.

3. Harmonizing: Attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters;" getting people to explore their differences.

4. Compromising: When his own idea or status is involved in a conflict, offering to compromise his own position; admitting error, disciplining himself to maintain group cohesion.

5. Gate-keeping. Attempting to keep communication channels open; facilitating the participation of others, suggesting procedures for sharing opportunity to discuss group problems.

6. Setting standards: Expressing standards for group to achieve; applying standards in evaluating group functioning and production.

Appendix A - 7

"Perhaps the fact that all those people had to pay to be there had something to do with the atmosphere, but I found everyone to be ready to join actively in the structured design, with very little inattention. There was no doubt about who was directing the overall program, even though the participants felt, as I did that we were making real progress in solving (or not solving) the assigned problems."

"The thought that has persisted since the conference is something Sue mentioned several times, namely, that our perceptions differ. A person with whom we may be trying to communicate may be saying something entirely different from what we perceive. Sure run into that one alot in my daily activities!"

CONDITIONS THAT LIMIT A GROUP'S EFFECTIVENESS IN DECISION MAKING:

1) Individual members' temporary emotional states that reduce mental efficiency - elation, fear, anger.

2) Chronic blind spots arising from social prejudices or idiosyncratic biases.

3) Temporary physical conditions - fatigue, hunger, "jet-lag", etc.

4) "Groupthink" - cohesiveness within a group which may result in individuals' failing to carry out a careful, critical scrutiny of pros and cons of alternatives because their loyalty to the group causes them to assume that a proposal is a good one. Each person may decide that his misgivings are not relevant.

5) Group members unaware of their roles and functions.

6) No procedures for critical inquiry.

7) Overconfidence or a feeling of invulnerability that may develop as group members bolster each other.

8) Overemphasis on areas of convergence in their thinking at the expense of exploring divergence.

9) Assumption that a member's silence means full agreement.

10) Limiting group's discussion to a few alternative courses of action without an initial survey of all alternatives.

11) Failure to identify and use external resources.

12) Key members (high influence people) always stating their opinions first.

* *

Appendix A - 8

"1. *I am now aware of specific body movement I use which cause certain responses.*
2. *I am more aware of weaknesses of people and my frequent inability to bring out the strengths of the weak/insecure/quiet.*
3. *I have been exposed to samples of good leadership which I am trying to pattern.*
4. *My self-knowledge has been reinforced by people outside my realm so that I can better deal with my world."*

"I enjoyed talking with participants from other states so that I came away with an understanding of problems which are more universal and those that are unique."

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A E C T Spring Leadership Conference

Leavenworth, Washington — July 13-14, 1978

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Appendix B - 2

"During one of the group exercises I experienced a feeling of complete helplessness with the situation that was in process -- I remember feeling very uncomfortable and inwardly railing against my incapability to change things.. This year I found myself in a similar situation at work and experienced similar inner feelings--but honestly believe I was able to look at, deal with and come through more easily for having been through the former experience."

THE PLANNING OF THE WORKSHOP: WHAT MADE IT HAPPEN WELL?

1. A pre-planning session included one or more planners from each state organization. They held differing roles. They offered a variety of perceptions. This was a brainstorming session rather than an agenda setting time. (six or more months previous to workshop)

   An ideal site, with casual living and learning conditions, was described; several people were to search out possible locations for holding the workshop. One state assumed responsibility for site; the other for program and publicity.

2. A planning session reviewed the notes from the pre-planning session and came to agreement on the trainer, the working style of the workshop, and the objectives of the workshop. Possible content and activities illustrated the objectives so everyone could be aware of workshop purpose before agreeing. (four or more months before workshop)

3. The trainer was contacted; contract was discussed and agreed upon. Content, activities, objectives and purpose, as discussed by the group of planners, were presented. Trainer went away thinking. (four or more months before workshop)

4. Telephone review of trainer perceptions of the workshop purpose and activities: trainer laid out plans as developed through her own ideas. Telephone confirmation with other planners that this was "OK." (three or more months before workshop) First publicity went out to interested participants.*

5. Trainer and program planner held another session in which tentative agenda was suggested, pending confirmation with key planners. They were contacted by phone or meetings. (two or more months before workshop)

6. Site was confirmed. Agenda was set. Publicity was developed which detailed for participants what they could expect. Deadlines were included in that publicity so that group count could be established for site planners to do food and lodging arrangements. (one or more months before workshop)

7. Workshop was held. See following expectations which guided the "aura" of the workshop.

* Participants were nominated by their state organizations or requested that they be considered by contacting state organizations.

WHAT MAKES A WORKSHOP AURA FOR POSITIVE LEARNING?

1. Self achieving is more important than being "best" of the group.

2. "At task" mode is seen as separate from the "play mode." Both are built in to the agenda; both are identified clearly.

3. "Self examination" is OK attitude is expected and discussed during introductions to learnings as well as during debriefings.

4. Expectations for group activities were made clear before as well as after activities.

5. The agenda built in a planned sequence of success-achieving group interaction experiences. The idea of successive approximation in learning, which subsequent learnings build on first experiences.

What Makes A Workshop Aura for Positive Learning? (Continued)

6. The food and lodgings were CLEAN and WARM and TRUSTING.

7. Social activities are appropriate to the group and to the setting:

   -Daytime outdoor play
   -Evening music and refreshments, with allowances for other options if they should come up
   -Natural but not primitive setting

8. Openness and integrity are expectations for all activities.

9. A cross section of characters and roles exists, with planned activities for mixing and matching such roles as state librarian, state education agency media types, specialists and a good mix of building, district and educational service district types.

TO MAGGIE -

The following items are some thoughts and suggestions of a middle-aged conference attendee. They are not meant to criticize but for future meetings.

1. *Room assignments should have been made before people started arriving.*

2. *Room assignments should have paired an OR with a WA.*

3. *There should have been some organized activity for Tuesday evening to get people acquainted and to prevent state groups from forming. We needed more mix.*

4. *Name tags should have been made ahead of time.*

5. *Packets should have been prepared prior to arrival at the meeting site.*

6. *Could there have been more information about the program sent to the participants prior to the meeting?*

7. *Was there some reason for not scheduling some after dinner workshop activities, other than the social?*

8. *I hope that some published material will come forth as a result of this meeting as my note taking and retention is not all that good? (What can you expect after age 40)*

Yours in complete sentences,

Clark

Appendix C-2